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ABSTRACT

A study was conducted to provide vocational educators with resources regarding implementation of Total Quality Management (TQM). Data were gathered through development of a bibliography of resources; a survey of all Oklahoma vocational-technical schools regarding specific industries in their area using TQM components (10 responses); and site visits to Oklahoma organizations using TQM concepts. The project defined TQM and determined that it was applicable to vocational education. A general outline and flowchart on implementing the process of TQM in an educational facility were developed. Five phases were determined: commitment, organizational development, customer focus, process orientation, and continuous improvement. A list of TQM tools was developed. (Attachments to the report include survey results, list of advisory committee members, and a 31-page TQM resource bibliography listing over 400 texts, videos/films, magazines/newsletters, and bibliographies. Texts are categorized as follows: major TQM theorists; tools for planning, implementing, and continuously improving with TQM; participative management and employee involvement; statistical process control, reliability, and design of experiments; manufacturing applications; service applications; military/federal government/standards; educational applications; motivational texts for supporting the need for TQM; managerial leadership in a total quality environment; case studies of companies using TQM; and general texts on organizational change.) (YLB)

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TOTAL QUALITY MANAGEMENT IN VOCATIONAL-TECHNICAL EDUCATION

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SUMMARY OF STUDY

PURPOSE:

To provide vocational educators the resources necessary to investigate, understand and make decisions regarding the implementation of Total Quality Management in an educational facility. It is also desired that this study give educators specific recommendations and guidelines for applying Total Quality Management in their individual institutions.

This project answers three key questions: 1) What is Total Quality Management? 2) Is Total Quality Management applicable to vocational education? 3) How do vocational educators implement Total Quality Management?

METHOD OF RESEARCH:

Data and information for this study was gathered through a variety of methods and sources:

Initial appointment of Mr. Tom Runnels as Quality Program Director, Mr. John Erdman as **Quality Program Coordinator,** and Mr. Vernon Vaughn as **Quality Program Consultant**, all of Moore-Norman Vo-Tech. Their responsibilities included gathering information on existing TQM programs in educational facilities, meeting with appropriate individuals and groups studying TQM in education and creating an Oklahoma Vo-Tech TQM survey concerning the implementation of components of TQM in manufacturing or service companies served by Oklahoma Vo-Tech.

Subsequent appointment of Mr. Bob Crumrine as Quality Program Coordinator to assist in completion of project, write conclusion and coordinate information gathered during the study.

Development of a bibliography of literary resources regarding TQM, established through extensive review of available books and literature addressing Total Quality Management. Some authors cited are: Deming, Juran, Crosby, Mizuno, Imai, Sherkenbach, Zenger, Ishikawa, Spanbauer, Lu and Gryna. A more complete list is included in bibliographic section.

Creation of a **Total Quality Management Survey** which solicited assistance from all Oklahoma Vo-Techs regarding specific industry in their area using various components of Total Quality Management.

Fact finding and evaluation Site visits to selected organizations within Oklahoma who are currently using the concepts of TQM.

Attendance at selected TQM conferences and seminars which enabled the Program Coordinator to meet with national leaders and educators dealing with TQM in the Education environment.

Creation of a Total Quality Management Advisory Committee composed of ODVTE, AVTS and Business and Industry representatives. This committee created a specific definition of TQM for an educational facility and a Model/Flow Chart for Implementation of TQM in an educational facility.

WHAT IS TOTAL QUALITY MANAGEMENT?

What is Total Quality Management?

As defined by the Advisory Committee:

> "Total Quality Management (TQM) is a philosophy of leadership that results in commitment by everyone in the organization to continuously improve the processes by which quality products and services are supplied to customers with decisions based on fact and achieved by teamwork. TQM means dedication to being the best; to delivering high quality services which meet or exceed the expectations of the Customer."

Total Quality Management is Customer Focused. Any organization attempting to practice TQM must define exactly who their customer is and whether they are external customers (the public or end user of our product or service) or internal customers (fellow employees, other departments who depend on us in some way to satisfactorily do their job). Similarly, the customer must be constantly surveyed for his or her specific needs, desires and wishes. The TQM organization must be committed to **Total Involvement**, every member of the business is a dedicated team worker. Likewise, everyone must be dedicated to **Continuous Improvement** of the product or service.

TQM requires a change of attitudes and philosophies on the part of Management and Employee. Although most TQM Process Models stress Customer Focus, Continuous Improvement and Total Involvement, there is no one TQM Process Model. Likewise, there is no one Guru of TQM, although three individuals, Joseph M. Juran, W. Edwards Deming and Philip B. Crosby are most often referred to when discussing TQM. Juran emphasizes understanding the Customer's needs. Dr. Deming places emphasis on the process NOT the product. Mr. Crosby constantly reminds us of the cost of doing things wrong--therefore do them right the first time. Total Quality Management in an institution is established through careful team planning, study, research and learning from others' mistakes and successes. It is generally a long-term process, phased into an organization over a long period of time often averaging anywhere from 3 to 10 years, however, TQM is never complete. Total Quality Management constantly changes as the organization changes and should never be consider completed or static. Everyone in the organization must be involved in planning TQM and they must be ready to make physical and psychological changes just as the company or institution itself will change.

Total Quality Management

IS TOTAL QUALITY MANAGEMENT APPLICABLE TO VOCATIONAL EDUCATION?

Is Total Quality Management applicable to vocational education?

Yes. During the past twelve months, we were able to meet with several individuals and organizations who have or are in the process of successfully implementing TQM in an educational environment.

Some examples are:

Delaware County Community College (Media, Pennsylvania)

Mt. Edgecumbe High School (Sitka, Alaska)

Jackson Community College (Jackson, Minnesota)

Northern Essex Community College (Haverhill, Massachussets)

Oregon State University (Corvallis, Oregon)

George Westinghouse Vocational High School (Brooklyn, New York)

University of Wisconsin (Madison, Wisconsin)

Site visit to Fox Valley Technical College (Appleton, Wisconsin), the first educational institution in nation to implement TQM.

We also met with the following consultants who are currently working with educational institutions on the implementation of TQM:

Collet & Associates

The J. DeMott Company

The National Community College Training Project

We met with representatives of the National Education Quality Initiative, a project developing models for the application of TQM to education. NEQI is sponsored by:

US Department of Education

American Society for Training and Development

American Society of Quality Control

Goal/QPC

Attendance at Conferences and Seminars included:

Attendance at Quality in Education Executive Training and Process Implementation Workshop conducted by the Academy for Quality in Education (Appleton, Wisconsin).

Attendance at the first National conference to address the topic of TQM in education (Boston, Mass. Dec 5-7).

Attended 1991 National Convention of the American Society of Training and Development, (San Francisco, California).

TQM Experience for Oklahoma Department of Vo-Tech.
Coopers & Lybrand Accounting Firm.
Moore-Norman Vo-Tech, Norman, Oklahoma

It is our conclusion that Total Quality Management can be applied to educational facilities. The general process is similar to that applied in an industrial or service company environment.

"PROCESS"

Before we consider implementing Total Quality Management in an Education Facility, thought should be given to the term, "Process" and just what it means and how it applies to our specific business.

Deming states that if the process is constantly improved, business itself will improve through improved products, services, communication and innovation. Once customer requirements are understood, improvement can focus on the process(es) it takes to meet the customer's needs and wants.

A Process is simply an event that transforms INPUTS (Materials, Information, Machines, Methods or People) into OUTPUTS (Products or Services).

The following pages give a general outline of how the process of Total Quality Management can be implemented in an educational facility:

HOW DO VOCATIONAL EDUCATORS IMPLEMENT TOTAL QUALITY MANAGEMENT?

How do vocational educators implement Total Quality Management?

Included at the end of this section is an Implementation Flow Chart of how TQM may be implemented in a Vocational-Technical School or similar institution. The following is a complete outline of the implementation process. As stated earlier, there is no one TQM process model. Therefore, the following categories should be considered as a general outline and may be modified to suit each specific school's requirements.

TOTAL QUALITY MANAGEMENT
Implementation Process

First Phase: Commitment

I. Investigate the concept of TQM

A. Educate senior management (Administration) in TQM

B. Identify internal TQM champions

C. Evaluate other organizations' use of TQM

II. Evaluate organizational readiness

A. Organizational culture

B. Risks versus opportunities

C. Commitment to long term change

III. Decision to implement

IV. Develop quality policy

A. Define requirements for policy

B. Evaluate policies of other organizations

C. Draft quality policy

D. Review, comment, revision

E. Publish quality policy

V. Demonstrate management commitment

A. Assume leadership role in quality effort

B. Model quality in daily management

C. Provide support for quality efforts

VI. Solicit employee commitment

A. Determine objectives

B. Develop message focus

C. Analyze target audiences

D. Identify promotional/awareness opportunities

E. Develop plan

F. Develop promotional/awareness material

G. Implement plan

Phase Two: Organizational Development

I. Develop organization resources to support TQM

A. Establish TQM implementation team

B. Appoint Quality Coordinator

II. Integrate TQM into key management processes

A. Evaluate other organizations

B. Evaluate processes

C. Revise processes

III. Educate and train the organization

A. Evaluate education and training processes of other organizations

B. Analyze education and training needs

C. Develop education and training plan

D. Develop education and training process

E. Conduct education and training

IV. Initiate employee involvement

A. Evaluate your organization

B. Evaluate other organizations

C. Consider your options

D. Develop a plan

E. Initiate involvement efforts

Phase Three: Customer Focus

I. Determine natural work teams

II. Analyze customers

A. Identify customers

B. Identify customer's needs

C. Identify customer's requirements for product/service

D. Identify customer's expectations.

III. Analyze products/services

A. Identify products/services

1. Current products/services
2. Potential products/services
3. Products/services of other organizations

B. Evaluate product/service quality

1. Product/service versus customer's needs
2. Product/service versus customer's requirements
3. Product/service versus customer's expectations
4. Product/service versus product/service of other organizations

C. Identify product/service gaps

D. Develop customer driven product/service specifications

Phase Four: Process Orientation

I. Identify processes

A. Define process boundaries

B. Develop process flow chart

C. Determine process inputs and outputs

II. Standardize the process

III. Improve the process

A. Error proof the process

B. Remove slack

C. Reduce sources of variation

D. Specify process input quality

IV. Establish process control system

A. Determine customer driven product/service specifications

B. Determine attributes to be measured

C. Determine measurement methods

D. Design control charts

E. Develop corrective action process

Phase Five: Continuous Improvement

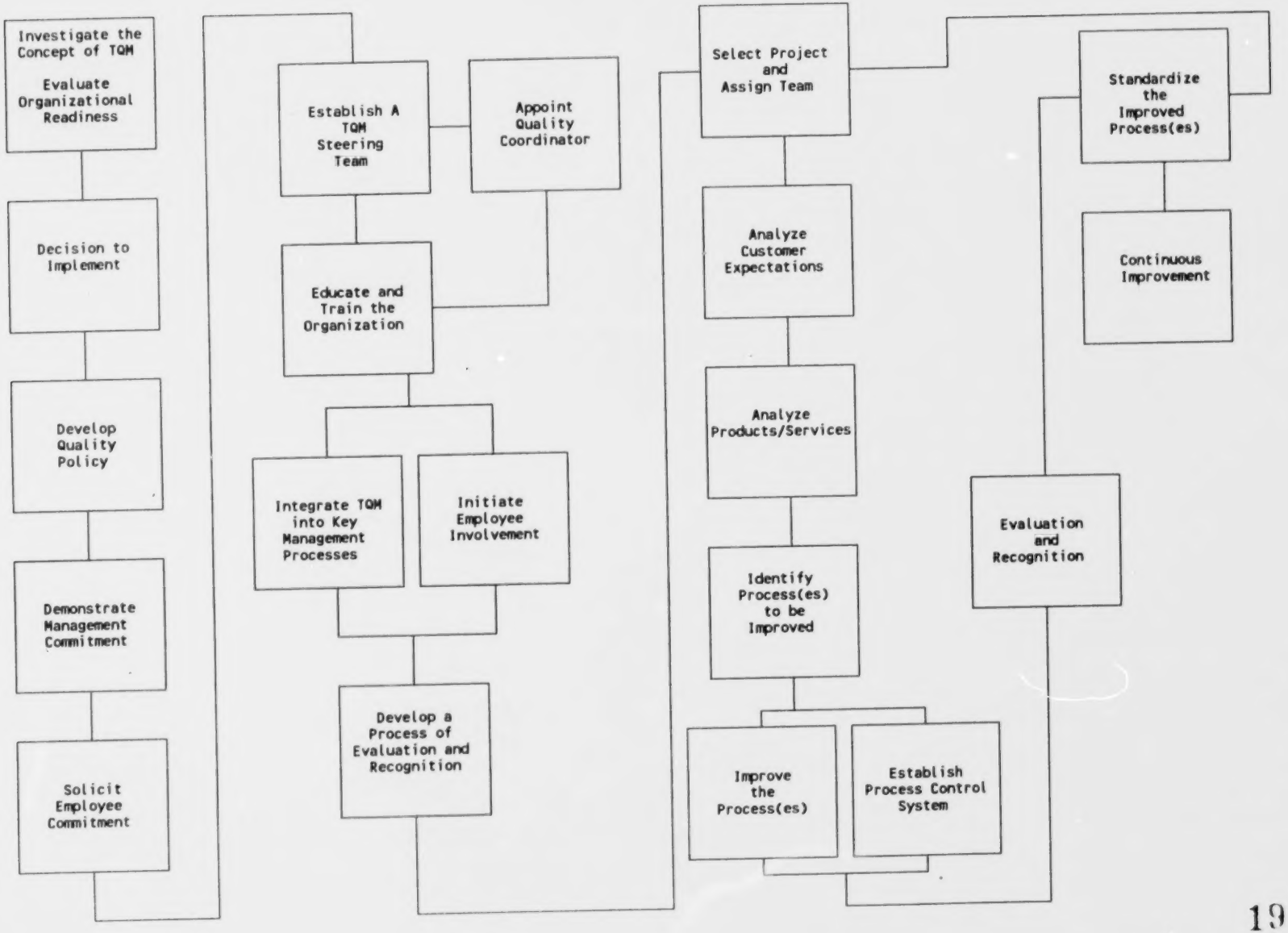
I. Develop method for identifying opportunities

II. Develop methods for improvement

III. Integrate improvement process in to daily operations

TOTAL QUALITY MANAGEMENT
FLOW CHART

TOTAL QUALITY MANAGEMENT
Implementation Flow Chart



TOTAL QUALITY MANAGEMENT TOOLS, TECHNIQUES

TOTAL QUALITY MANAGEMENT TOOLS

Obviously, implementing TQM in any business or institution is not a simple task. Fortunately, there are "Tools" which may be used to not only track your never ending progress toward Total Quality Management but also can be employed in the daily operations of any business.

Checksheets are probably the most common and basic. The topics to be checked are as varied as the product or service provided. A checklist permits data to be collected quickly and in a standardized format which can be easily analyzed.

A **Histogram** is a graph which displays data in a column form. The graphic format of this TQM tool lets you easily identify changes or variations in any process. (Manufacturing gears or enrolling students)

Pareto Charts are utilized when depicting how minor problems contribute to total problems. Based on the "Pareto Principle" which states that usually only a few problems account for most of a total problem, we should therefore address those "vital few" problems first which will eliminate most major problems in our processes.

Cost of Quality System is a way of analyzing a process to determine where "hidden" costs of a process are to be found. This tool helps managers focus on areas that affect the overall cost of a product or service.

Process Flow Analysis (Flowcharting) is a visual way to document the steps in a process. It allows a manager to see the relationships and timing of any process. It's a convenient way to compare a new process with an old process.

Cause and Effect Diagrams (Fishbone Diagram) visually allows a manager to see the relationship between a problem and what might cause it. It more clearly states the relationship between steps of a process.

Nominal Group Technique (Brainstorming) allows the opinions of a small group of people to be expressed in a short amount of time. It focuses on the problem, not on who created it. This technique encourages teamwork and open communication.

Statistical Process Control is a quick and accurate way to analyze data. It determines the cause of a problem by analyzing statistical variations and presents them in an easily understood chart. This tool lets people see a problem graphically, easily and quickly which results in quick accurate decisions.

Quality Function Deployment visually displays the interaction of all areas of a business and how they interrelate to each other in producing a product or service. It encourages communication between department and transforms customer wants and needs into easily understood terms.

CONCLUSION

CONCLUSION

Total Quality Management can be implemented in an educational facility. However, before it is attempted, any administrator of a Vocational-Technical institution should first seriously consider several factors.

Will there be commitment by everyone in the organization? If not, then a decision to implement TQM and the development of quality policies and commitment from management and employees will be seriously hampered.

Is the Organization ready to undergo the physical and psychological changes required by the commitment? The organization must be willing to be retrained, become involved in improving the process of their product or service and break down barriers which stifled creativity and communication.

Can the organization become Customer Focused? There are internal and external customers in every business. Will we pay as much attention to our co-workers needs (internal customers) as we will to our customers' needs (external customers). Will the organization be able to constantly survey their customers, analyze their products or services, identify opportunities and develop customer driven products or services?

Will management and employees be Process Oriented? Will the motivation be there to constantly identify, standardize and improve the process? Will Total Quality Management Tools be understood and used to control the system?

Finally, will the incentive be there for Continuous Improvement? Will methods be developed to identify opportunities (Customer needs, wants and desires) and will those improvements be integrated into the process of daily operations.

Total Quality Management is a never ending process. It is constantly changing to satisfy the Customer. If a Vocational-Technical School can likewise constantly change to meet the needs of the customer and is dedicated to accepting the physical and psychological change in attitudes and responsibilities that will inevitably result from change, then it will succeed.

TOTAL QUALITY MANAGEMENT SURVEY

TQM Resource Survey Results

In May, 1991 Moore-Norman Vo-Tech sent a survey to all Oklahoma Vo-Techs asking them to inform us of any companies in their administration area who were practicing various forms of Total Quality Management. Some areas asked for included:

Total Quality Management
Customer Focus
Scientific Methods
Employee Involvement
Continuous Improvement
Statistical Process Control
Self-Directed Work Teams
Problem Solving Teams
Quality Function Deployment
ISO 9000
Malcolm Baldrige Award
Customer Service
Supplier/Vendor Certification

Ten Oklahoma Vo-Techs responded by the deadline of June 30, 1991. Forty-one companies were listed as practitioners of one or more TQM processes or are actively developing the implementation of various TQM processes in the daily management of their businesses.

The compilation of those reports are on the following page.

Areas of Expertise

TQM Component	Number of companies practicing component
Total Quality Management	25
Customer Focus	32
Scientific Methods	25
Employee Involvement	35
Continuous Improvement	33
Statistical Process Control	28
Self Directed Work Teams	14
Problem Solving Teams	31
Quality Function Deployment	6
ISO 9000	2
Malcolm Baldrige Award	5
Customer Service	26
Supplier/Vendor Certification	14
Other:	
Advanced Statistical Methods	2
Automated Process Control	1
Process Control Tasks Vs. Standard Operator's Procedure	1
Manufacturing Work Cells	1
Motorola	1
6 Sigma	1
Experiential Team Building	1

TOTAL QUALITY MANAGEMENT

Resource List

School Information	
Area Vo-Tech School:	Phone #:
Industrial Coordinator:	

Company Information	
Company:	Number of Employees:
Location:	Major Product/Service:

Areas of Expertise

___ Total Quality Management	___ Statistical Process Control
___ Customer Focus	___ Self Directed Work Teams
___ Scientific Methods	___ Problem Solving Teams
___ Employee Involvement	___ Quality Function Deployment
___ Continuous Improvement	___ ISO 9000
	___ Malcolm Baldrige Award
Other: _____	___ Customer Service
_____	___ Supplier/Vendor Certification
_____	
_____	
_____	
_____	

TOTAL QUALITY MANAGEMENT
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TQM GRANT ADVISORY COMMITTEE

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TOTAL QUALITY MANAGEMENT

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September, 1990

TOTAL QUALITY MANAGEMENT (TQM)
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